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ABSTRACT

The conceptual model of the National Longitudinal Study of the High School Class of 1972 (NLS) has been modified from James Trent's General Educational Development Model. The NLS model is presented and briefly compared with the General Educational Development Model. The major portion of this document consists of NLS questionnaire items or variables studied in 24 categories: physical (constitutional) factors; sex; academic ability; socioeconomic status; home environment; race or religion; community environment; significant other (family, peers, or school) influencing plans (base-year and followup); high school characteristics; high school experience; work experience while attending high school; self concept (base-year and followup); high school achievement; goal orientation (base-year and followup); postsecondary school characteristics; postsecondary school experience; postsecondary work experience; marriage and family; postsecondary community characteristics; postsecondary academic performance; and work performance and job satisfaction. The source of each variable is also indicated--Base Year Survey, Follow-up Survey, Student Record Information Form, Counselor Questionnaire, or School Questionnaire. (Author/GDC)

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5 December 1973

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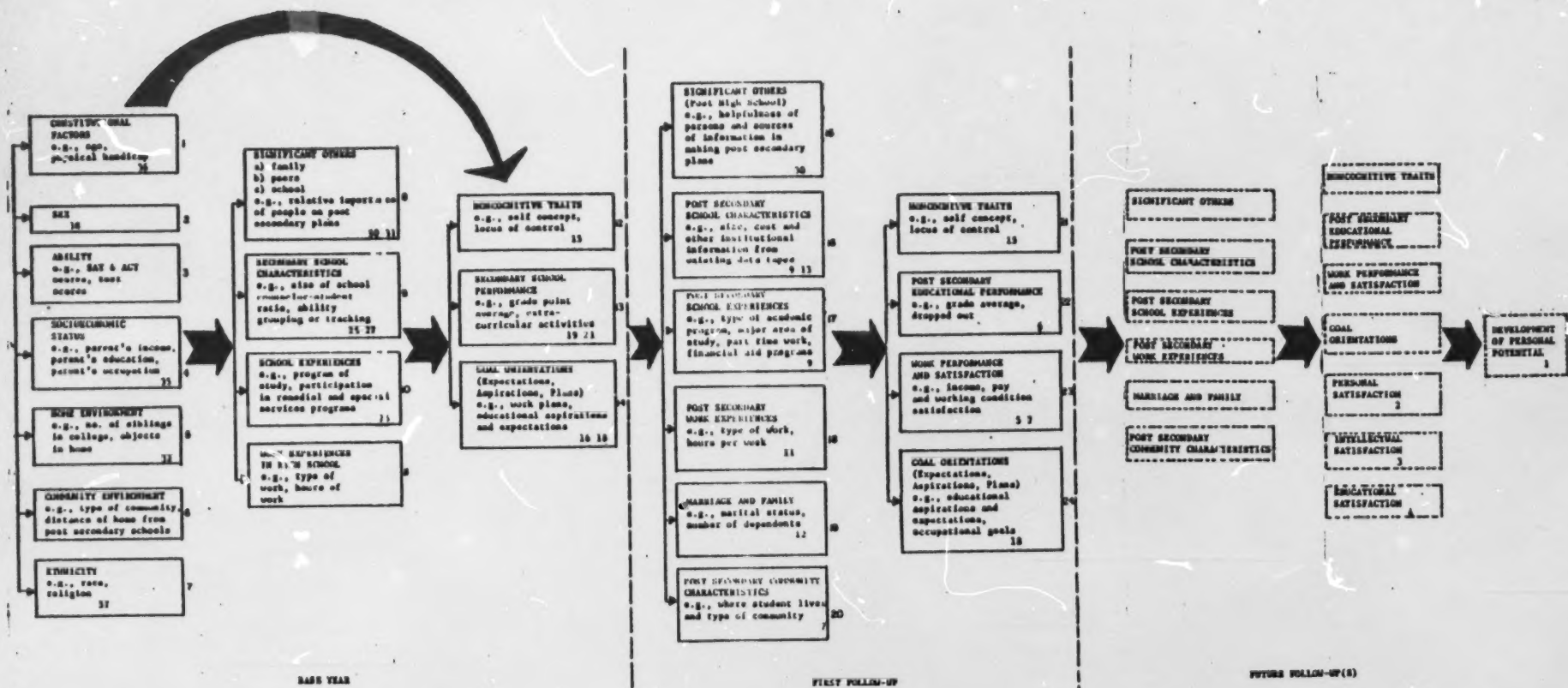
Figure 1 presents schematically a conceptual model of the National Longitudinal Study. The first 14 blocks represent classes of variables that were measured from the 1972 Base Year Survey (i.e., Student Questionnaire, Test Booklet, Student Record Information Form, School Questionnaire, and Counselor Questionnaire). The second group of blocks (15-24) represents classes of variables that were measured in the first follow-up in the fall of 1973.

The numbers in the lower right corner of the blocks refer to classes of variables belonging to James Trent's General Educational Development Model (Figure 2) that was presented in an Analytic Review series recently completed for the U. S. Office of Education. The Analytic Review series was designed to provide input into the present longitudinal study.

It was natural therefore to begin our conceptualization with the General Educational Development Model and modify it to fit the specific needs of the National Longitudinal Study. In our modification some classes of variables were dropped from consideration because they were not amenable to adequate measurement (e.g., psychological climate in the home (33) and socialization in the home (31)). In other instances classes of variables were combined. For example, Goal Orientation (variable class 14 in our model) encompasses expectations and aspirations which are variable classes 16 and 18 respectively in the General Educational Model. In still other instances, classes of variables which are not explicitly considered in the General Educational Model become key constructs in our model (e.g., community environment factors).

Other classes of variables such as personal, intellectual, and educational satisfaction which are explicitly considered in the General Educational Development Model might best be measured in future follow-ups when more meaningful and adequate measures of these variables can presumably be obtained.

FIGURE 1



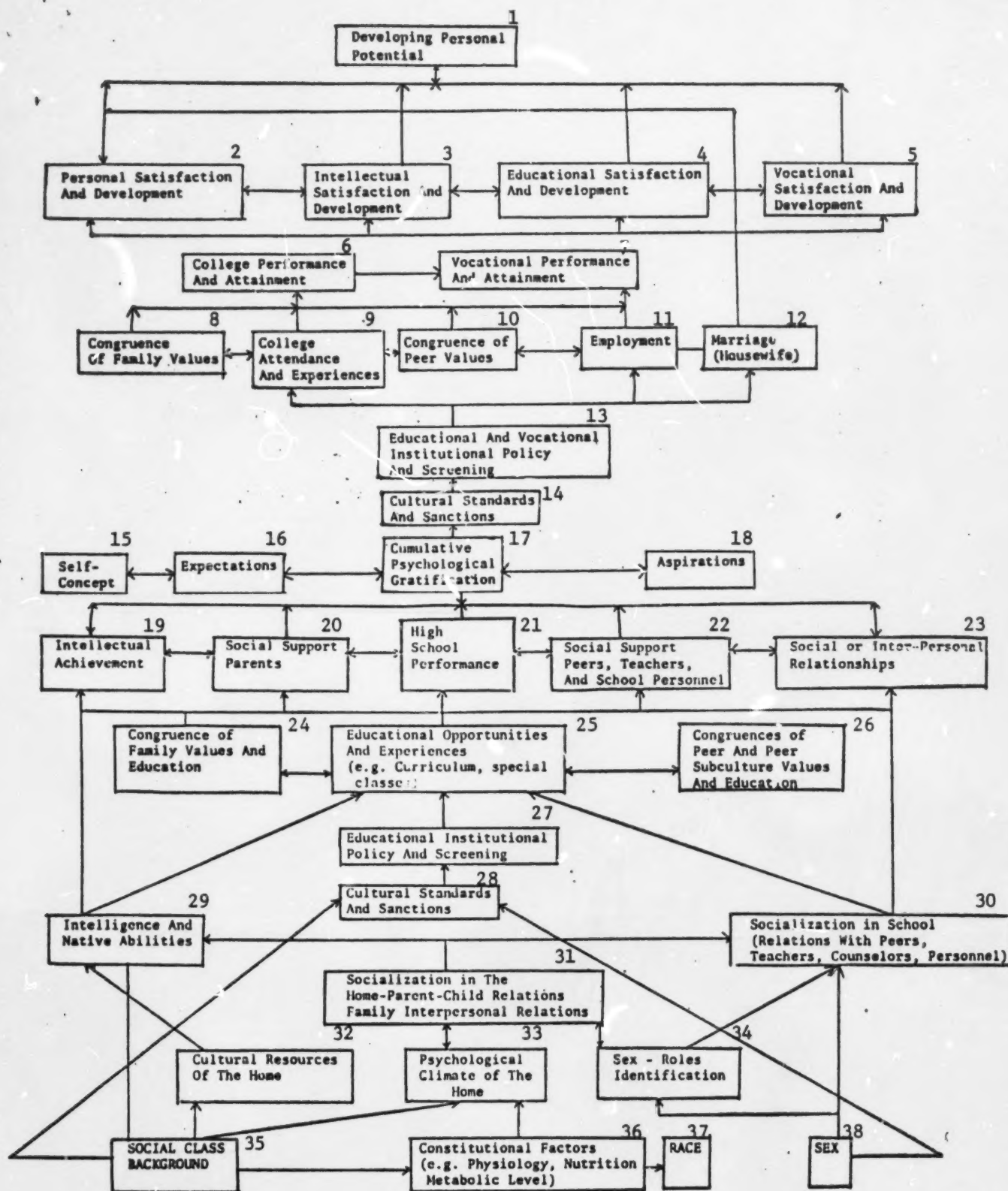


Figure 2. General Educational Development Model

Attachment A indicates the variables that are presently being measured for each of the 24 variable classes in our model. The source and a brief description of each variable is given. The following abbreviations are used to indicate the source of the variable: B-Base Year Survey, F-Follow-up Survey, R-Student Record Information Form, C-Counselor Questionnaire, S-School Questionnaire. For example, F.11 signifies question 11 of the Follow-up Questionnaire.

Attachment A

Attachment A

1. Constitutional Factors

Age

- B.17. What interferes with education
- B.83. Physical handicaps (self)
- R.9. (School) handicapped
- R.10. In what way

2. Sex

3. Ability

- R.2. SAT and ACT scores
- NLS Test Scores

4. Socioeconomic Status

- B.90. Highest educational level attained by mother, father, and oldest sibling
- B.93. Approximate income of parents
- B.94. Objects in home
- B.97. Father's occupation
- B.98. Duties
- B.99. Title
- B.100. Industry
- B.101. Mother's occupation
- B.102. Duties
- B.103. Title
- B.104. Industry

5. Home Environment

- B.17. Interfering factors--education
- B.85. Number of dependents on parents
- B.86. Student's dependents
- B.87. Number of siblings in college next fall
- B.88. English only language in home
- B.94. Objects in home

5. Home Environment (continued)
 - B.101. Mother's occupation
 - B.102. Her duties
 - B.103. Her title
 - F.12. Number of parent's dependents enrolled in post secondary educational program
 - F.11. Number of parent's dependents
6. Ethnicity
 - B.84. Race
 - B.92. Religion
7. Community Environment
 - B.89. How long lived in present community
 - B.95. Describe location of residence (farm or city)
 - S.41. Distance of high school to post secondary schools
8. Significant Other (family, peers, school)
 - B.3. Relative importance of factors influencing choice of high school program
 - B.11. Do you feel guidance counselor is accessible
 - B.12. Guidance counselor: informative
 - B.13. With whom discuss post secondary plans
 - B.14. Relative influence of people on post secondary plans
 - B.15. Attempts of teachers and counselors to influence post secondary plans
 - B.16. Post secondary plans of close friends
 - B.91. Level of parent aspiration for child's education
9. Secondary School Characteristics
 - C.1. Percent of time in various activities
 - C.2. Percent of time with students doing what
 - C.3. Hours per week counseling students
 - C.4. Number of students assigned to you
 - C.5. How many different students counseled per week
 - C.6. Methods used to place students in jobs
 - C.7. Sources of financial aid recommended to students
 - C.8. Experience prior to this year in counseling minority groups

9. Secondary School Characteristics (continued)

- C.9. Number of college courses in types of counseling
- C.10. Number of hours in supervised practice of types of counseling
- C.11. Number of years at this school
- C.12. Total number of years in counseling
- C.13. Age
- C.14. Sex
- C.15. Race--Ethnic background
- S.1. Grade range of school
- S.2. Enrollment by year for three school years
- S.3. Three school years: percent in various curricula
- S.4. Percent students changing curriculum
- S.5. Weeks in school year
- S.6. Number minutes in class period
- S.7. Classify students as handicapped
- S.8. Number of handicapped students
- S.9. Accommodate various types of handicapped students
- S.10. School classifies students as disadvantaged
- S.11. How many disadvantaged students
- S.12. Number of vocational students receiving special services
- S.13. Ability tracking
- S.14. Tracking at all grade levels
- S.15. Tracking in all subject areas
- S.16. Daily percent attendance
- S.17. Percent of those who enter tenth grade but drop out
- S.18. Ethnic distribution (student and faculty)
- S.19. When did ethnic groups enter high school (integrate)
- S.20. SES distribution
- S.21. Number graduating in '70-'71 year
- S.22. Percent graduating who entered college
- S.23. Percent graduating who enter other post secondary training
- S.24. Number college representatives visit high school in '70-'71
- S.25. Opportunity to obtain advanced placement in college
- S.26. High school participation in special federal programs

9. Secondary School Characteristics (continued)

- S.27. Number of classroom teachers
- S.28. Percent of high school teachers leaving after '70-'71
- S.29. Percent of male teachers
- S.30. Percent of teachers with graduate degrees
- S.31. Number of fulltime counselors
- S.32. School gave interest inventories to seniors
- S.33. Provisions for mental health problems assistance
- S.34. Number of books in library
- S.35. Times of student access to library
- S.36. Number of class hours per week student can use library
- S.37. Special courses offered and specialized lab facilities
- S.38. Adequacy of learning stations and their quality
- S.39. Age of main classroom building
- S.40. Location of school (farm or city)
- S.42. Grading system--form of grades, grade equivalents

10. School Experiences

- B.2. Type of current high school program
- B.4. Frequency of use of various types of instruction in courses
(this year)
- B.6. Knowledge of or participation in special education and service
programs (UB, ETS, etc.)
- B.7. Average amount of time spent on homework
- B.17. How much have different factors interfered with education
- B.18. Rate school on aspects
- B.19. Agreement with statements about high school
- R.3. Transferred to high school
- R.4. Semester courses in various subjects
- R.5. Semester courses in various vocational-technical subjects
- R.6. Position of student in tracks by subject
- R.7. Course or program of study
- R.8. Remedial instruction
- R.11. Participant in special services programs
- F.55. Vocational training in high school--field
- F.58. Special programs--participated (UB, etc.) Which

11. Work Experience in High School
 - B.8. How many hours per week in paid or unpaid job
 - B.9. Type of work (relate to studies or job aspiration; when work)
 - B.82. Are you a veteran
12. Noncognitive Traits (Base Year Time Period)
 - B.21. Agreement with self-concept and locus of control statements
 - B.28. Self-estimate of ability to complete college
13. Secondary School Performance
 - R.2. SAT and ACT scores plus year taken
 - R.1. Overall GPA
Rank in senior class
 - B.5. Self estimate GPA
 - B.7. Self estimate amount of time spent on homework per week
 - B.10. Participation in extra curricular activities
 - F.1. When leave or graduate from high school
14. Goal Orientation (Expectations, Aspirations, Plans, etc.)--Base Year Time Period
 - B.1. When expect to graduate from high school
 - B.20. Relative importance of goals (priorities work--family ...)
 - B.22. Plans to use sources of funds for further education
 - B.23. Reasons for not planning to get financial aid from outside of family
 - B.24. Relative importance of criteria for selecting job
 - B.25. Job aspiration
Father's job level
Mother's job level
 - B.26. Relative importance of factors in determining kind of work planned
 - B.27. When decide to attend college or not to attend
 - B.29. Educational aspirations and expectations
 - B.30. Plans for military service
 - B.31. Activity expected to consume majority of time after high school
 - B.32. When plan to start work fulltime
 - B.33. Have a definite job lined up

14. Goal Orientation (Expectations, Aspirations, Plans, etc.)--Base Year Time Period (continued)

- B.34. Willingness to leave town for job
- B.35. Post high school work--do you expect this type of work for most of life?
- B.36. Definite plans to continue part-time schooling (with fulltime job)
- B.37. Reasons for not continuing fulltime education
- B.38. When plan to enter apprentice or on-job training
- B.39. Work trained for--plan as permanent work
- B.40. Expected length of training
- B.41. Definite plans for part-time education along with training
- B.42. Reasons for not continuing fulltime education
- B.43. When plan to enter military
- B.44. Which branch do you plan to enter
- B.45. How enter (enlist ...)
- B.46. Relative importance of criteria in deciding to enter military
- B.47. How long expect on active duty
- B.48. When plan to get out of military
- B.49. Reasons for not continuing education fulltime
- B.50. When plan to become fulltime homemaker
- B.51. How long plan to remain fulltime homemaker
- B.52. Do you ever plan to (further work or education)
- B.53. Definite plans for part-time education
- B.54. Reasons for not continuing fulltime education
- B.55. When plan to start courses in vocational school
- B.56. How enroll
- B.57. How long till complete courses
- B.58. Do you plan to work also
- B.59. Have you selected specific school
- B.60. Plan to transfer to college after finish training
- B.61. Estimated expense of training
- B.62. Expected sources of expenses
- B.63. Plan part-time work

14. Goal Orientation (Expectations, Aspirations, Plans, etc.)--Base Year Time Period (continued)
- B.64. Reasons not continue fulltime education at college
 - B.65. When expect begin college
 - B.66. Have you applied
 - B.67. Have you been accepted
 - B.68. Relative importance of criteria in selecting college
 - B.69. First and second choice of field of study
 - B.70. Type of college plan to attend
 - B.71. How enroll
 - B.72. Do you plan to transfer to 4 year college after junior college
 - B.73. Expected first year costs
 - B.74. Expected sources of expenses
 - B.75. Plan to work also (in addition to studies)
 - B.76. Plans for officer training
 - B.77. When plan to start part-time work
 - B.78. Do you have definite job for post high school
 - B.79. Do you expect this job as type for permanent work
 - B.80. Reasons for not continuing education (part-time workers)
 - B.81. If no obstacles what would you like to do in the year after high school
 - B.96. What kind of work do you plan to go into
 - F.21. Applied for financial aid to post secondary schools
15. Significant Others (Family, Peers, School)--Follow-Up Time Period
- F.4. With whom do you live in October 1973
 - F.45. Satisfaction with education and training since high school
 - F.59. Methods used in looking for work since high school
 - F.77. Parents, guardians, friends own age encourage or discourage about certain activities
 - F.78. Highest parental education level
 - F.79. Job description of father
 - F.80. When did mother work
 - F.85. Helpfulness of high school counseling services

16. Post Secondary School Characteristics

- F.2. Complete high school
- F.3. Date left high school
- F.26. Name, location, type, control of school attended October 1973
- F.30. October 1972 same school as October 1973
- F.32. Name, location, type, control of school attended October 1972
- F.40. Name, location, type, dates for other schools attended
- F.46. School finances and expenses
- F.47. School financial aid program participated in
- F.68. Received 4 or more weeks of specialized Armed Forces schooling
- F.69. Area of specialized schooling in Armed Forces
- F.81. Apply to any post secondary schools
- F.82. First choice post secondary school name, location, acceptance, aid offered
- F.83. Second choice post secondary school name, location, acceptance, aid offered
- F.84. Third choice post secondary school name, location, acceptance, aid offered

17. Post Secondary School Experiences

- F.1. Present activity
- F.21. Participation in OJT, apprenticeship programs, manpower training, personal enrichment, or correspondence courses
- F.22. Type of training, work, length of program, completion, use training on the job
- F.23. Attended any school or college, academy, trade or vocational
- F.25. Taking classes or courses in October 1973
- F.27. School attendance, dates, classification, study load in October 1973
- F.28. Actual or intended field of study in October 1973, and time required to complete
- F.29a. Taking classes or courses in October 1972
- F.33. School attendance, dates, classification, study load in October 1972
- F.34. Field of study same in October 1972 and October 1973

17. Post Secondary School Experiences

- F.35. Reasons for changing field of study from 1972 to 1973
- F.36. Actual or intended field of study in October 1972, and time required to complete
- F.37. Withdraw altogether from 1972 school
- F.38. Reasons for withdrawal
- F.39. Attended any other schools
- F.44. Participation in, name, nature, and location of special services programs
- F.45. Satisfaction with education and training since high school
- F.46. School finances and expenditures
- F.47. School financial aid programs participated in
- F.71. Taken any courses in Armed Forces for academic credit
- F.85. Helpfulness of high school counseling services

18. Post Secondary Work Experience

- F.1. Present activity
- F.22. Type of training, work, length of program, completion, use of training on the job
- F.48. Holding a job in October 1973, reasons for not, and looking for work then
- F.49. Job description for October 1973
- F.50. Hours per week and wages for October 1973
- F.53. Working at two jobs in October 1973
- F.54. Holding a job in October 1972, reasons for not, and looking for work there
- F.55. Job description for October 1972
- F.56. Hours per week and wages for October 1972
- F.57. Working at two jobs in October 1972
- F.58. Weeks working and number of employers for 1972-1973
- F.59. Methods used in looking for work since high school
- F.60. High school specialized job training received
- F.61. Worked where high school training was expected
- F.62. Experience in work related to high school training
- F.63. Experience in trying to find work in high school training area
- F.64. Served in Armed Forces
- F.65. Branch of Armed Forces

18. Post Secondary Work Experiences (continued)
- F.66. Enlist or draft
 - F.67. Date of active duty
 - F.68. Received 4 or more weeks of specialized Armed Forces schooling
 - F.69. Area of specialized schooling in Armed Forces
 - F.74. Currently on active duty
 - F.85. Helpfulness of high school counseling services
19. Marriage and Family
- F.4. With whom living in October 1973
 - F.7. Marital status, date of marriage
 - F.8. Any children in October 1973
 - F.9. Dependency on parents
 - F.10. Dependents on respondent
 - F.17. Plan to have children before October 1974
 - F.18. How many children expected altogether
20. Post Secondary Community Characteristics
- F.5. Describe living quarters
 - F.6. Type of community, location, distance from high school home
21. Non-Cognitive Traits (Follow-Up Time Period)
- F.15. Relative agreement with a list representing self-concept and locus of control
22. Post Secondary Educational Performance
- F.24. Reasons for not continuing formal education after high school
 - F.31. Reasons for changing schools from 1972 to 1973
 - F.35. Reasons for changing field of study from 1972 to 1973
 - F.38. Reasons for withdrawing from 1972 school
 - F.41. Grades and credits earned
 - F.42. Working toward certificate, degree, or license in October 1973
 - F.43. Earned any certificate, degree, or license prior to October 1973

23. Work Performance and Satisfaction (Follow-Up Time Period)

- F.11. Income for 1973 (respondent and spouse)
- F.50. Hours per week and wages for October 1973
- F.51. Satisfaction with various aspects of 1973 job
- F.56. Hours per week and wages for October 1972
- F.58. Weeks working and number of employers for 1972-1973
- F.62. Experience in work related to high school training
- F.63. Experience in trying to find work in high school training area
- F.70. Highest pay grade and speciality rating held in Armed Forces
- F.73. Satisfaction with various aspects of Armed Forces work
- F.75. How long expect to be in Armed Forces

24. Goal Orientation (Follow-Up Time Period)

- F.12. How far would like to get in school
- F.13. Willing to borrow, borrowing plans
- F.14. How far in school expect to get
- F.16. Expected activity in October 1974
- F.17. Plan to have children before October 1974
- F.18. How many children expected altogether
- F.19. Work expectations at age 30
- F.20. Relative importance of a list of life goals
- F.24. Reasons for not continuing formal education
- F.29b. Reasons for not continuing formal education right after high school
- F.31. Reasons for changing schools from 1972 to 1973
- F.35. Reasons for changing field of study from 1972 to 1973
- F.38. Reasons for withdrawing from 1972 school
- F.48b. Reasons for not working in October 1973
- F.52. Expect to be working for same employer or same job in 1974
- F.54b. Reasons for not working in October 1972
- F.72. Plan to use GI Bill for further education
- F.75. How long expect to be in Armed Forces
- F.76. What plans after Armed Forces
- F.81. Apply to any post secondary schools